



IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN SECONDARY SCHOOLS OF KERALA: CHALLENGES AND POSSIBLE SOLUTIONS

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Abstract

Continuous and Comprehensive Evaluation (CCE) is not a new phenomenon, but understanding how CCE can be properly implemented may bring about changes in the whole school scenario. Kerala Curriculum Framework (2007) along with the new curriculum also implemented new evaluation practices focusing on Continuous and Comprehensive Evaluation by involving activities, project work and oral expression, which is being introduced right from primary to secondary level from 2008 onwards. However, the state has made every effort to implement CCE in its true spirit, the questions that remain unanswered are whether CCE has been implemented in effectively in schools and what are the challenges faced by teachers in implementing CCE? Thus, efforts are needed to learn how CCE is implemented in schools, and to understand the problems arise while implementing CCE. Hence, the study aims to identify the challenges faced by secondary school teachers while implementing Continuous and Comprehensive Evaluation. The study also aims to codify the suggestions of secondary school teachers to improve the functioning of Continuous and Comprehensive Evaluation in secondary schools. Secondary school teachers constituted the sample for the study and Questionnaire on Challenges in Implementing Continuous and Comprehensive Evaluation was used to collect the data. The results of the study indicated that CCE is still not being implemented properly in secondary schools and challenges related to system related factors are more prominent than other factors, such as teacher related and student related. For the better implementation of CCE in secondary schools, drastic change is needed to the system, as well more efforts should be taken the teachers by incorporating students, parents and community.

Introduction

Evaluation is one of the most important aspects of education. It helps the teachers to check how far the objectives of education are fulfilled and how effectively the curriculum has been transacted. When we examine the history of education in India, we can see various interferences are being made in reducing emphasis on external examination, which begins from the period of the Hunter commission (1882) to National Education Policy (NEP, 2020). The Hunter Commission (1882), Sadler Commission (1917-1919), Hartog Committee Report (1929), the

Sargent Plan (1944) and Secondary Education Commission (1952-53) have made recommendations regarding the reformation of evaluation process, even though an admissible step was not taken by the authorities. After the passage of time, a clear-cut reforms in evaluation were introduced only in the National Curriculum Framework (NCF, 2005).

NCF (2005) refers CCE as “continuous and comprehensive evaluation system of school-based evaluation of students that covers all aspects of students’ development”. Here ‘continuous’ means to emphasize that evaluation of identified aspects of students’ growth and development is a continuous process. The evaluation is spread over the entire span of academic year and teaching-learning process. ‘Comprehensive’ means to assess both scholastic (language, science, mathematics, etc..) and co-scholastic (life skills, attitudes and values, visual and performing art etc..) abilities. Students are blessed with various capabilities with innumerable potential and they cannot be evaluated by mere examinations leaving the treasures in them. Continuous and Comprehensive Evaluation aims at the drawing out of inner potentials of students. Comprehensive and all-round development of students can be made possible by implementing the system of continuous and comprehensive evaluation.

Based on the recommendations of the Kerala Curriculum Framework (2007), the state has initiated revising the curricula and syllabi of school education and accordingly prepared new textbooks for standards I, III, V and VII during the year 2008-09. Another important feature of the Kerala Curriculum Framework (2007) is that along with the new curriculum it also envisaged the implementation of new evaluation practices focusing on Continuous and Comprehensive Evaluation by involving activities, project work and oral expression, which is being introduced right from primary to secondary level from 2008 onwards.

At present, Continuous and Comprehensive Evaluation (CCE) is not a new phenomenon, but understanding how CCE can be properly implemented may bring about changes in the whole school scenario. As majority of teachers were not familiar with the methods of CCE, serious practical problems emerged in classrooms, especially at upper primary level. The State Council for Education Research and Training (SCERT) organized a training program in three stages to address the issues and to give practical training on evaluation methods. Though terminal examinations are not encouraged in the new curriculum, it was felt that parents and society would not accept an abrupt change in general, and it was decided that the terminal examination in a modified form would be continued for some period. However, the state has made all-out efforts to implement the CCE in its true spirit, the questions that remain unanswered are that whether CCE has been actually and effectively implemented in all classes? What are the major challenges while implementing CCE? Unless attempts are made to find out how CCE is being implemented, what problems arise while implementing CCE and solutions be found out for the same? And how far the expected benefits of CCE have met? Thus, the present study is a brief attempt made in this regard and is directed towards answering these questions.

Teacher, who is the prime implementer of the CCE scheme, must possess adequate knowledge about each learner. Hence it is important to provide support to teachers and schools with adequate resources and facilities in order to enable them to use assessment procedures effectively. The Kerala state adorns a great position among all states in India in the field of education. It has taken important roles in modernizing education system up to date. As per the instruction of NCF 2005, the state has recognized the advice for implementing Continuous and Comprehensive

Evaluation (CCE) by Kerala Curriculum Framework (KCF) 2007 and it has been implementing since 2008 in Kerala.

Teachers and administrators had been facing the challenges in every respect during the implementation of CCE as common as in any innovation. The first phase of implementation was period of concern to all teachers, parents and students. But many of the training programmes conducted by the government helped to overcome these concerns to an extent. Though CCE leads not only to the improvement of education system and the process of evaluation, yet it remains the question whether has the CCE been implemented or practised successfully?

The mark list of SSLC of Kerala State Board examination itself affirms the relevance and importance of the above question indicating the present dominant state of the question. It has been proved by many studies that the process of implementation has not been successfully performed from the primary level (Rao & Rao, 2008; Mishra & Mallik, 2014; Senapati, 2020). NCF (2005) also indicates that, 'the new system of evaluation has a lot of practical limitations. Considering all these factors, the study aims to find out what challenges are faced by secondary school teachers and it also aims to collect valuable suggestions from the practising teachers for the effective implementation of CCE at secondary schools. The results of the study would help the policy makers, administrators, and teachers to execute the CCE more efficiently and accurately by solving the difficulties.

Objectives of Study

- To identify the challenges faced by secondary school teachers while implementing Continuous and Comprehensive Evaluation.
- To codify the suggestions of secondary school teachers to improve the functioning of Continuous and Comprehensive Evaluation

Methodology

The study adopted mixed research design, both qualitative and quantitative analysis was used. Survey method was used for collecting required data.

Sample

The sample comprised of 200 secondary school teachers working in various secondary schools of Kasaragod, Kannur, Wayanad, Kozhikode, Malappuram, Palakkad, Thrissur, Ernakulum, Kottayam, Alappuzha, and Thiruvananthapuram districts of Kerala state.

Instrument

The instrument used for collecting data was the Questionnaire on Challenges in Implementing Continuous and Comprehensive Evaluation (Sreelal & Aseel, 2021). The questionnaire consisted of 38 closed questions related to the dimensions such as Teacher Related factor, Student Related factor and System Related factor and 2 open ended questions.

Data analysis

As part of quantitative analysis, data was analysed by using percentage analysis and for qualitative analysis open-ended questions were used.

Results and Discussion

The analysis was conducted based on teacher related factors, student related factors, system related factors.

i. Responses of Secondary School Teachers to the Teacher Related Factors

The percentage of responses of teachers on challenges in implementing CCE on teacher related factors indicated that nearly a half (47 percent) of secondary school teachers responded that the CCE is properly implemented in schools. Majority of teachers (80 percent) responded that CCE includes both curricular and co-curricular activities, and 84 percent of teachers have proper understanding of criteria of CCE with respect to their subject. Only a half percent (45 percent) of teachers responded that they can complete the CCE on time and only 4 percent of teachers agreed that they show partiality towards children while implementing CCE. The 78 percent teachers do not keep a cumulative record of the students and 68 percent teachers are unable to develop evaluation tools for CCE. 77 percent teachers responded that they are experiencing shortage of training programmes for preparing evaluation tools and 63 percent of teachers gives feedback to the students as part of CCE. 87 percent teachers execute remedial teaching, and 76 percent teachers do not discuss the components of CCE with the students and the parents. Most of the teachers (92 percent) responded that CCE helps to improve their teaching method. 95 percent teachers responded that they help students to improve the skills that was identified through CCE. 87 percent of teachers responded that they are including seminar, assignment and lab activities as part of CCE.

ii. Responses of Secondary School Teachers to the Student Related Factors

The percentage of responses of teachers on challenges in implementing CCE on student related factors indicated that 70 percent teachers agreed that CCE helps to reduce the exam stress of students. 73 percent teachers are providing opportunity for self-assessment and 74 percent for peer assessment. Only 33 percent of teachers are maintaining the portfolio of students and most of teachers (87 percent and 81 percent respectively) admitted that through CCE, it is possible to assess students personal and social qualities. 89 percent teachers agreed that it is possible to identify special abilities of students through CCE. 92 percentage of teachers agreed that the CCE improves student's achievement. 72 percent teachers responded that students have less seriousness towards CCE. While examining the responses of teachers, 70 percent of teachers felt that the parents are having positive attitude towards CCE. 60 percent of teachers responded that students are having financial hardship while engaging in activities of CCE. The 73 percent of teachers are assessing the co-curricular activities as the part of CCE and 94 percent of teachers responded that CCE provides opportunity for group work.

iii. Responses of Secondary School Teachers to System Related Factors

The percentage of responses of teachers on challenges in implementing CCE on system related factors showed that 62 percent of teachers remarked that no proper instruction is getting from higher officials and similarly 88 percent teachers agreed that there is unnecessary interference of the higher officials while implementing CCE. 68 percent of teachers admit the inadequacy of teaching-learning materials. 81 percent teachers are facing problem of over loaded syllabus. 63 percent and 68 percent of teachers are having the problem of inadequate training and proper instruction respectively from education department. 76 percent teachers agreed that teacher student ratio is inappropriate and lack of infrastructure are barriers of proper implementation of CCE. It is also evident that 55

percent of the teachers agreed that CCE provides training in life skills and 91 percent teachers agreed that CCE must be an essential part of evaluation.

iv. Responses of Secondary School Teachers to the Open-Ended Questions

Qualitative analysis was used to analyze the responses of teachers to open-ended questions. The responses of teachers to the open-ended questions were codified and summarized under the following sections.

- Problems experienced in Implementing CCE
- Suggestions to overcome the challenges of implementing CCE

Problems Experienced in Implementing CCE

The problems identified by the teachers are:

- The main problem pointed out are lack of time, inadequate teacher-student ratio, overloaded syllabus, and lack of proper training in the construction and implementation of various tools and techniques to evaluate different aspects of children.
- There is no proper criteria for evaluating various aspects of CCE in relation to the subjects.
- Non-participation of children in the learning activities and co-curricular activities is an obstacle in the implementation of CCE.
- Relevance of CCE is questioned when teachers are forced by the system to give full grades/marks in the examination as well as to increase the pass percentage.
- It is difficult to realise the objectives of CCE when students are focussing only on securing A+.
- Negative attitude of teachers' towards CCE adversely affect the implementation of CCE.
- Novice teachers do not get proper training in the implementation of CCE.
- Lack of awareness on concept and implementation of CCE among parents as well as students stand as an obstacle in the implementation of CCE.
- Lack of seriousness and irresponsibility of students in undertaking and completing the tasks related to CCE negatively affect the effective implementation of CCE.
- Shortage of periods for some subjects (Physics, Chemistry, Biology, etc.) stand as a barrier in the implementation of CCE.
- Most of the teachers indicated that workload and additional responsibilities in school and community affecting the proper implementation of CCE.
- Curriculum is not tailored as per the requirements of CCE.

Suggestions to Overcome the Challenges of Implementing CCE

The suggestions put forward by the teachers to overcome the challenges in implementing CCE at secondary schools are codified, analyzed and summarized as follows:

- Under the leadership of the Education Department, give precise guidelines to teachers, students and parents.
- Provide necessary infrastructural facilities.
- Reduce teacher -student ratio as per the suggestions put forward by Kerala Education Rules and Right to Education Act

- Restructure the curriculum according to the requirements of CCE.
- Prepare appropriate criteria of CCE for each subject and provide training to teachers for the construction of various tools and techniques of evaluation.
- Ensure that grades are given according to the child's ability and skills
- Properly monitor the progress of the students in each and every aspect
- Grades should be awarded only to those students who are participating in the activities of CCE which in turn encourages and ensures the students to participate in activities.
- The objective of CCE should be addressed as a process of assessing the abilities of child rather than achieving full marks.
- Certify the basic abilities of child (minimum level of learning) from primary classes itself.
- Separate CCE completely from written examination.
- Better to implement institution based CCE as every school environment and every child are different. This will help to tailor CCE according to the needs of school and child.
- Ensure availability of learning materials
- Creative engagement in tasks of CCE among teachers and students is required.
- Integrate ICT in documentation and assessment as part of CCE
- Discuss problems of CCE and take measures to improve CCE in teacher groups such as SRG, SSG and cluster meetings
- Ensure the cooperation of teachers, students, and parents in the implementation of CCE
- Include activities to consider gifted students, slow learners and differentially abled students
- Try to include experienced and qualified teachers as the curriculum committee member instead of ones with a political background
- Over emphasize on marks should be avoided

Conclusion

The results of the study indicated that CCE, which is one of the important components of the The evaluation process is still not being implemented properly. For qualitative change to take place in the education sector in relation to CCE, drastic change is needed to the system, the teacher, the student, the parent and the community. It is clear from their response that the teachers have a clear understanding that CCE should be properly implemented and its importance in the evaluation process is prominent. Teachers are also aware of their inefficiency in properly implement such an evaluation system. It is understood from this realization that through proper instruction, training, and some changes in the system, CCE can be implemented effectively.

In order to implement the CCE effectively a cooperate affair of the system, teachers, students, parents and society is needed. The head teachers of secondary schools need to take initiatives towards effective implementation of CCE. Timely training programmes particularly in-service training needs to include the theme of CCE and its implementation. Each teacher needs to undergo training on CCE with practical activities like developing assessment tool, analysing learning performance and taking corrective measures. Teachers and head teachers need

to provide feedback on performance of learners to the parents and school management committee members regularly. Training programmes like clusters are conducted at least ones in three months under the supervision of educational department. To form a proper perspective on academic and non-academic matters including CCE, it should be properly monitored and recorded. The workload teachers can be minimised by maintaining PTR (Pupil Teacher Ratio) as per RTE (Right of Children to Free and Compulsory Education) Act (2009). The school administration needs to devise such a mechanism that can function effectively in providing feedback to the parents on the learning performance of the students in a regular manner. Parental awareness is required about dimensions of CCE, implementation strategies of CCE so that they can be a helping hand for the schools. Policy makers need to plan to cater to the training needs, assessment strategies as well as training strategies, so that policies put in place for implementation would work. State level policy makers need to consult grass root level functionaries in assessing learning needs, need based assessment techniques, content specific, planning, preparing, feedback mechanism to parents, learners for designing the policies. Take necessary steps to the proper utilization of ICT for the efficient implementation of CCE.

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